

## **Unit 2: Teaching Social Studies in English**

### **Authors:**

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### **Topic:**

The rights of the child.

### **Class:**

Students in their third or fourth year of Secondary Education (i.e. age 13-14).

**Previous Knowledge of L2:** Students are in their third or fourth year of learning English.

**Previous Knowledge of Subject:** Students are in their first year of following their Social Studies lessons.

### **Time Allowed:**

Two lessons of forty-five minutes each.

**General Objective:**

- To introduce the rights of the child, as stated in the UN Convention.

**Specific Subject Knowledge Objectives:**

Students will:

- have been made aware of breaches of the UN Convention;
- become familiar with the text of the UN Convention;
- be encouraged to formulate their own understanding of the rights of the child and compare this with the UN Convention.

**Linguistic Objectives:**

Students will:

- be able to express reactions to difficult situations;
- be able to use modal verbs to express who can help in such situations;
- be able to extract key ideas from texts;
- be able to present summaries to their peer group.

**General Language Support:****Lesson 1**

The main emphasis of this lesson is to encourage the students to think through issues which may be new to them. The initial picture or photograph on a transparency is therefore meant as a springboard, not only for language but also for thought. National and international charities often produce posters of a similar nature for use in schools, and teachers may even be able to find these in the L2. Similarly, texts such as the case studies can often be found in literature from charitable organisations or on their web-sites. Time and resources permitting, students could be asked to research child rights in the L2, by examining several relevant web-sites.

As teachers prepare for the lesson, they will need to pay particular attention to new vocabulary and decide on a variety of ways of explaining such vocabulary. Teachers could:

- use paraphrase e.g. 'discrimination' (Lesson 1.1) means not being treated equally, being treated differently because of the colour of your skin and/or your religion;
- use visual examples taken from the literature or web-sites of charitable organisations;
- use mime or drama (Lesson 2.1);
- help students to understand derivatives e.g. 'parental care' (Lesson 2.2) which students should be able to relate to 'parent' (which they already know);
- use examples from the students' own experience e.g. Worksheet 1. A well-known UK example of a help line for children is Childline. The teacher will need to think of examples that are familiar to the students.

Teachers will also need to think carefully about the sort of language they hope their students will be using in the course of the lesson. Depending on the ability of the students, the teacher may wish to have examples of required language visible to the students. The teacher could:

- display on an OHT a grid of the required structures with examples of what the students might want to say (see OHT 6);
- provide students with a card or sheet of typical phrases;

- make posters of typical phrases e.g. ways of agreeing and disagreeing;
- encourage students to record in their exercise books those phrases which they most commonly use. The teacher should also teach the students how to adapt such phrases by substituting new vocabulary;
- provide students with a list of all the new key words in the target language. As the meaning of these words becomes clear, students should form definitions of the key words, preferably in L2.

## **Lesson 2**

This lesson deals with the actual text of the UN Convention, which in its original form would be linguistically beyond the capabilities of our target students. We have therefore created a simplified version, while remaining true to the spirit of the original. We have also decided to focus on only those articles that are most pertinent to the photographs and case studies used in the first lesson. We suggest that the teacher enlarges the text of the UN Convention to poster-size, so that the “runner” students can clearly see all of the Articles when they are completing the group-work activity.

### The Rights of the Child – Lesson 1.

STAGE	TEACHER ACTIVITY	STUDENT ACTIVITY	MATERIALS AND RESOURCES	LANGUAGE SUPPORT
<b>1.1</b> <b>Photos</b> (Examples of children in difficult situations.)	<ol style="list-style-type: none"> <li>Teacher (T) presents three photos of children (e.g. child labour, child soldiers, neglect or imprisonment) on an overhead transparency (OHT), or in poster form, asking S, “What do you think of this?” “How does this make you feel?” “What is your reaction?”</li> <li>T invites S to match labels to photos.</li> <li>T presents typical phrases, encouraging S to give their own reactions to the</li> </ol>	<ol style="list-style-type: none"> <li>Students (S) give their initial reactions.</li> <li>S tell T which label to place with which photo, or a student could come to the overhead projector (OHP) to place the labels on the photos. Other S agree/ disagree.</li> <li>S read phrases on OHP and record them in their books, asking T for explanations if necessary. They use the phrases to give more complex reactions to the photos.</li> </ol>	<ul style="list-style-type: none"> <li>Transparencies of photos – see OHT 1 and 2 as examples. T should make a third transparency (see bibliography for potential sources) and then a fourth OHT combining the three photos.</li> <li>OHT 5 (labels) cut out.</li> <li>2 OHPs (simultaneous permanent display of photos and OHT of key phrases).</li> <li>OHT 6 (modals).</li> </ul>	<ul style="list-style-type: none"> <li>S should have sufficient language to give a basic response e.g. “That is not good.” “That is difficult.” “I think that is wrong.”</li> <li>S begin with simple responses: “Yes. That is right” “No. That label is for photo 2.”</li> <li>T explains new vocabulary using paraphrase or examples (see General Language Support).</li> </ul>

	situations.		<ul style="list-style-type: none"> <li>Board for recording new vocabulary.</li> </ul>	
STAGE	TEACHER ACTIVITY	STUDENT ACTIVITY	MATERIALS AND RESOURCES	LANGUAGE SUPPORT
<b>1.2 Solutions</b> (Deciding who can help in these cases.)	<ol style="list-style-type: none"> <li>T presents suggestions on OHT 7, beginning with the needs of the child.</li> <li>T then hands out the worksheet version for S to complete.</li> <li>T completes OHT with S help.</li> <li>T asks S for any other ideas.</li> </ol>	<ol style="list-style-type: none"> <li>S link the needs with the photo examples – “In photo B, the child needs food.” “He also needs clothing.”</li> <li>S work in pairs to match possible helpers to needs.</li> <li>S help T to complete OHT version .</li> <li>S suggest other ideas.</li> </ol>	<ul style="list-style-type: none"> <li>Worksheet 1 made into an OHT (7).</li> <li>Worksheet 1 – one per student.</li> <li>Board for recording new vocabulary and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>T will need to paraphrase and explain new vocabulary, by referring to the photos and other appropriate examples.</li> <li>Depending on the ability of the S, the T may need to provide a prompt sheet (or OHT) of typical comments e.g.: “We said the parents.” “No, we think the State should help.” “How about ...?”</li> </ul>

STAGE	TEACHER ACTIVITY	STUDENT ACTIVITY	MATERIALS AND RESOURCES	LANGUAGE SUPPORT
<b>1.3</b> <b>Case study</b> (Reading about children in difficult situations.)	1. T divides S into 3 groups and gives each group a text and a dictionary. (S need one copy of the text each).	1. S in their groups read the text, and try to answer the questions. They can use a dictionary to help with vocabulary. As they answer the questions they decide how to present their case to the other groups.	<ul style="list-style-type: none"> <li>Case study A shows how the 3 case studies can be presented in a worksheet form. T will need to make the other two texts (B and C) into a similar form.</li> </ul>	<ul style="list-style-type: none"> <li>Initially T should encourage the groups to work independently as much as possible. Later T may help with language problems, encouraging the S to use L2 as much as possible.</li> </ul>
STAGE	TEACHER ACTIVITY	STUDENT ACTIVITY	MATERIALS AND RESOURCES	LANGUAGE SUPPORT

<b>1.4</b> <b>Presenting</b> (Groups present their case study to the other groups.)	1. T asks each group in turn to come to the board to present their case study to the rest of the class. 2. T asks the rest of the S to listen carefully and try to decide who could help in this situation (referring back to Worksheet A). 3. T shows empty grid on board and asks S to help to complete the grid.	1. Each group presents their case. They write their chosen heading and read out their answers. Some groups may decide to act out the situation. 2. The other S listen to the case presented, and then suggest who could help. 3. One student from each group records the class answers on the board.	<ul style="list-style-type: none"> <li>Board plan copied onto board.</li> </ul>	<ul style="list-style-type: none"> <li>As the students describe the situation in their own words, T will need to supply the more technical expressions e.g. ‘child labour’.</li> </ul>
<b>1.5</b> <b>Homework</b> (Complete the phrases.)		1. S copy and complete the sentences in their exercise books.	<ul style="list-style-type: none"> <li>Homework Worksheet – 1 per student.</li> </ul>	<ul style="list-style-type: none"> <li>S should be encouraged to make best use of the notes made in class, worksheets and the texts.</li> </ul>

### The Rights of the Child – Lesson 2

STAGE	TEACHER	STUDENT ACTIVITY	MATERIALS AND	LANGUAGE
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	ACTIVITY		RESOURCES	SUPPORT
<b>2.1</b> <b>Family argument</b>	1. The T acts out an argument with a student (prepared in advance); T is a father, S is a son. Father hits son and son talks about his rights: “You have no right to hit me!” “Who says so?” “There is a law...” Son points to poster of the UN Convention.	1. S watch the argument introducing the UN Convention.	<ul style="list-style-type: none"> <li>Prepared drama between teacher and student.</li> <li>UN Convention (simplified version), expanded to large poster size.</li> </ul>	<ul style="list-style-type: none"> <li>Poster of UN Convention on wall.</li> </ul>
STAGE	TEACHER ACTIVITY	STUDENT ACTIVITY	MATERIALS AND RESOURCES	LANGUAGE SUPPORT
<b>2.2</b>	1. T asks “What is the UN	1. S say what they know about	<ul style="list-style-type: none"> <li>Poster of UN</li> </ul>	<ul style="list-style-type: none"> <li>T should prepare a series</li> </ul>

<p><b>UN Convention</b> (How does it relate to the photos of Lesson 1?)</p>	<p>Convention?”</p> <p>2. T asks S to think back to the previous lesson, and relate the UN Convention headings to the photos.</p>	<p>the UN Convention. They guess how many countries have signed it, which countries have/have not signed it, etc.</p> <p>2. S look for key words in the UN Headings e.g. Article 32: Child labour, Article 38: War.</p>	<p>Convention (simplified version).</p> <ul style="list-style-type: none"> <li>• Photos from Lesson 1 (transparencies 1 to 4).</li> <li>• Definition of the Convention as a poster or copied onto board – S copy definition into exercise books :- “The UN Convention is an agreement by more than 160 countries about rules for the protection of children. It includes refugees, war, ill-treatment, leisure, schooling and child-labour.”</li> </ul>	<p>of simple questions to test S’ prior knowledge of the Convention. E.g. “Who is it for?” “Who made it?” “How many countries have signed it?” “Have the USA signed it?”</p> <ul style="list-style-type: none"> <li>• T will need to prepare beforehand ways of explaining difficult words.</li> </ul>
<b>STAGE</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>MATERIALS AND RESOURCES</b>	<b>LANGUAGE SUPPORT</b>

<p><b>2.3</b></p> <p><b>UN</b></p> <p><b>Convention</b></p> <p>(How it relates to the case studies from Lesson 1.)</p>	<ol style="list-style-type: none"> <li>1. T reminds S of the 3 case studies and asks them to find the relevant Articles.</li> <li>2. T asks the groups to design a poster presenting the 5 most important articles.</li> </ol>	<ol style="list-style-type: none"> <li>1. S work in their groups from Lesson 1, trying to match the right Articles to their case study. One S per group gets out of his seat to examine the poster on the wall and relate the relevant Article to his group. S write down in their exercise books the relevant Articles and then try to think of a way of explaining or demonstrating the meaning of the Articles.</li> <li>2. S decide which 5 Articles they think are most important, and create a poster.</li> </ol>	<ul style="list-style-type: none"> <li>• Articles 2, 6, 18, 19, 22, 28, 31 to 34 and 38 extracted and enlarged onto separate sheets, displayed on the wall.</li> <li>• Dictionaries.</li> <li>• Exercise books.</li> <li>• A3 blank paper – crayons etc.</li> </ul>	<ul style="list-style-type: none"> <li>• During the group activity, S will need to be encouraged to use L2. (See General Language Support, page XXX). The S in the groups should be asking their runner, “Is there anything about work?” “Is there an article about families?” “Can you see the word ‘labour’?”</li> </ul>
<b>STAGE</b>	<b>TEACHER ACTIVITY</b>	<b>STUDENT ACTIVITY</b>	<b>MATERIALS AND RESOURCES</b>	<b>LANGUAGE SUPPORT</b>

<p><b>2.4</b></p> <p><b>Presenting</b></p> <p>(What are the articles saying?)</p>	<p>1-3. T asks each group in turn to present their findings to the rest of the class.</p> <p>4. T asks, “Which Article refers to the Father and Son situation at the beginning of the lesson?” (Solution: Article 19 supports the son’s statement.)</p> <p>5. T should point out to the S that the results (i.e. the posters) are indeed different, reflecting different attitudes and perspectives.</p>	<ol style="list-style-type: none"> <li>1. S present their case study and the appropriate Articles, and then display their posters.</li> <li>2. When all 3 groups have presented, the S compare their posters.</li> <li>3. S agree/disagree with the posters .</li> <li>4-5. S reach a consensus on which Articles are most appropriate and agree which one refers to the father and son situation.</li> </ol>	<ul style="list-style-type: none"> <li>• Wall-space to display posters.</li> </ul>	<ul style="list-style-type: none"> <li>• The S listening to the presentations should be encouraged to ask for clarification if necessary – “I don’t understand.” “What do you mean?” “We think parental care is more important.” “What about education?”</li> </ul>
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## OHT 1



## OHT 2

**OHT 5 (labels)**

Child soldier
Child who must go to work
Ill-treatment
Discrimination
No schooling
War conflicts
Homeless

**OHT 6 (modals)**

**What do you think of these children?**

I can I can't	Imagine how he/she feels
It must be	Difficult/hard for her/him/them
He/she must feel	Tired...angry...lonely...depressed
That	Is unfair/against the law
He/she needs	Help...food...clothes...friends

### How can we help?

### Worksheet 1/ OHT 7

### Who can help? How can they help?

What the child needs...	Who can answer that need...
Food	
Clothing	
A home	
Schooling	
Someone to talk to	
Protection from exploitation	
Somewhere to play	
Medical treatment	
Time for leisure	
Friendship	

Parents

Relatives

Neighbours

Friends

Teachers

Doctors

### Case Study A

A.

I'm eleven years old and I come from a small village.

I left home to come and work in the city so that I could send money to my family. I work 12 hours a day in a T-shirt factory and I only earn a few pennies.

The factory is dirty and very hot. You can hardly breathe inside.

There aren't very many windows.

The boss is cruel and he beats us. We work very hard, and we never stop. We all want to leave, but its better to work than beg on the streets. The boss never lets us forget that.

We do whatever he tells us.

#### Questions:

- a) Who is this text about?
- b) What is the problem?
- c) How does he/she feel?
- d) Who would you ask for help?
- e) How could he/she/they help?

f) Find a heading for the text!


### Three case studies

A.

I'm eleven years old and I come from a small village. I left home to come and work in the city so that I could send money to my family. I work 12 hours a day in a T-shirt factory and I only earn a few pennies. The factory is dirty and very hot. You can hardly breathe inside. There aren't very many windows. The boss is cruel and he beats us. We work very hard, and we never stop. We all want to leave, but its better to work than beg on the streets. The boss never lets us forget that. We do whatever he tells us.

B.

I'm ten and I live with my mother. My father comes back late every evening. He's often drunk and he hits my mother. When I try to stop him, he hits me too. I can't tell him what I think, because he is the master at home. He says it's his house and I've no right to talk about things which are none of my business. But I think he's wrong, and when he's hurting my mother or me, then it does concern me. I get so angry, and I'm going to leave home when I'm 13. I'll go somewhere – he'll never be able to find me.

C.

I'm 9 years old and I was born in a town where war has become a way of life. The other day, I had to leave my house with my mother to flee to another country. We went by bus. We had to abandon everything. My mother told me that we are now refugees. Some people don't want to have anything to do with us because of our religion. We no longer have a home, no more books, no more toys... and all of our friends have gone. I'll probably never see my friends and my family ever again. We're living in a camp. My mother is always crying. I'm trying to be strong, but I'm so afraid.

### Board plan

#### What are the problem cases ?

child labour	ill-treatment	war refugees
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#### WHO can help ?

the State	grandparents	the church	the church
the church	neighbours	telephoneline	charities
social workers	friends		social workers
	teachers		the state
	police		

#### HOW can they help ?

making new laws	talk to parents	give a new home
	call the police	give food
	arrest the parents	give clothes
	send children into homes	collect money
	give advice how to treat the	find families to help them
	children properly	give the parents a job

### Homework

#### Children in difficult situations

Fill in the missing words and complete the sentences !

A) When children must go to work in order to earn money for the family, because they are so poor, you call this problem: ...

These children can be helped by: ...

How can they be helped ? ...

B) When parents don't treat their children properly, which means they don't support them or give them love, but only shout at them all the time and beat them, you call this problem: ...

The following people can try to help these children: ...

For example, they can...

### **Acknowledgements**

We are grateful for help received from DEI-France, whose web-site includes a child-friendly version of the Convention (in French) as well as several interactive games to test S on their understanding of the rights of the child. Their address is:

<http://www.globenet.org/enfant>

We would also like to thank the German Jugendrotkreuz for their kind permission to reproduce the photograph of the child soldier (OHT 1)